

Thomas Jolyffe

Writing Curriculum Objectives Year 4

Spelling

Spell around half of the word list in Appendix 1 and the word patterns taught in the Yr 3/4 programme of study

strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe, favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous, extreme, although, breath, caught, different, exercise, medicine, thought, business, possession, surprise, separate, group, height, potatoes, though, particular, through, caught, woman, actually, possess/possession, forwards, guide, forwards, eighth, accident, occasion, various, busy

Spell around half of the word patterns taught in the Yr 3/4 programme of study:

- Words ending in -ation (information, preparation, adoration)
- Words ending in -ly (finally,
- Words ending in -sion, -tion, -cian and -ssion (discussion, invention, comprehension, musician)
- Words with the prefixes in- il- and ir- (inactive, illegal, irresponsible)
- Words with the prefixes sub- inter- anti- super- auto- (submarine, international, anticlockwise, superhero, autograph)
- Words ending in
- Words ending in -ous, ious and -eous (dangerous, curious, hideous)
- Words where 'ch' makes a /sh/ sound (chef, machine, chalet)

Spell Homophones and near-homophones:

accept, except, knot, not, peace, piece, plain, plane, weather, whether, scene, who's, affect, hear, whose, heal, effect, here, heel, seen

Place the possessive apostrophe correctly in words with regular plurals and irregular plurals (girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's)

Writes dictated sentences correctly that include spellings and punctuation taught.

Use the first two or three letters of a word to check its spelling in the dictionary

Handwriting

Uses joined handwriting throughout independent writing:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

Plan writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

- discussing and recording ideas
Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proof read for spelling and punctuation errors
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Understand the grammatical difference between plural and possessive -s
Use noun phrases expanded by adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair
Use standard English for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)
Use fronted adverbials to express time, place and manner
Punctuate fronted adverbials with a comma
Use paragraphs to organise ideas around a theme
Use of inverted commas and other punctuation to indicate direct speech
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
All previous content and: determiner pronoun, possessive pronoun, adverbial